

# Disney Planet Challenge: MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Class Project:

Total possible - 45 points

### Guiding Questions

- In what ways were students actively involved in the selection, research, investigation and evaluation of the project?
- Why did the class choose to do this project? Why would this project be important to the community/school?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- How did outside resources add to the project goals?
- In what ways did the project help students use critical-thinking skills to evaluate issues and make informed decisions regarding stewardship of the planet?

Class Project Sub Components	15	10	5	1
<b>Value based on local action and impact</b>	<ul style="list-style-type: none"> <li>• Project fully demonstrates student understanding of one key environmental issue or concern in school/local community/global community, as characterized by: <ul style="list-style-type: none"> <li>- Project is founded on science concepts and based on research findings from multiple sources. (e.g., guest speakers, internet, books, interviews, educational materials) and appropriate learning experiences.</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There are <i>clear</i> indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Project fully demonstrates student understanding of one key environmental issue or concern in school/local community/global community, as characterized by: <ul style="list-style-type: none"> <li>- Project is founded on science concepts and based on research findings from multiple sources. (e.g. guest speakers, internet, books, interviews, educational materials) and appropriate learning experiences.</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There are <i>limited</i> indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Project demonstrates limited student understanding of one key environmental issue or concern in school/local community/global community, as characterized by: <ul style="list-style-type: none"> <li>-Project is founded on science concepts and based on limited research findings from some sources and some appropriate learning experiences.</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There <i>may or may not</i> be indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Project includes more than one key environmental issue with multiple activities that may or may not connect to one another.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There <i>may or may not</i> be indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</li> </ul>

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Class Project Sub Components	15	10	5	1
<b>Content Connections</b>	<ul style="list-style-type: none"> <li>Project <i>clearly</i> demonstrates it is an <i>integral part of the regular classroom curriculum</i>, connecting science with reading, writing, math as well as other subjects as appropriate.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Project cites and uses specific grade appropriate (6th-8th grade) state content standards for English language arts, math, and science. Project may also cite the National Science Education Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Project <i>partially</i> demonstrates it is an <i>integral part of the regular classroom curriculum</i>, integrating science with reading, <u>and/or</u> writing <u>and/or</u> math, <u>and/or</u> other subjects.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Project cites and uses specific grade appropriate (6th -8th grade) state content standards for most content areas addressed above. Project may also cite the National Science Education Standards.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Project <i>clearly</i> demonstrates it is an <i>integral part of the regular classroom curriculum</i>, connecting science with reading, writing, math as well as other subjects as appropriate <b>AND</b> states and uses general grade appropriate (6th - 8th grade) standards.</li> </ul>	<ul style="list-style-type: none"> <li>Project has <i>limited</i> integration of science, reading, writing <b>or</b> math activities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Project has <i>limited</i> citations for appropriate state content standards. Project may also have limited citations for the National Science Education Standards.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Project <i>partially</i> demonstrates it is an <i>integral part of the regular classroom curriculum</i>, integrating science with reading, <u>and/or</u> writing <u>and/or</u> math, and/or other subjects <b>AND</b> states and uses general grade appropriate (6th - 8th grade) standards.</li> </ul>	<ul style="list-style-type: none"> <li>Project is <i>not an integral part of the regular classroom curriculum</i>.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Project has <i>limited or no citations</i> for appropriate state content standards or National Science Education Standards.</li> </ul>

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Class Project Sub Components	15	10	5	1
<b>Student Participation</b>	<ul style="list-style-type: none"> <li>Project demonstrates <i>clear</i> evidence that students were involved in all of the following: inquiry, design, research, implementation, evaluation, and documentation.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Student participation is representative of the school's student demographics.</li> </ul>	<ul style="list-style-type: none"> <li>Project demonstrates <i>some</i> evidence that students were involved in all of the following: inquiry, design, research, implementation, evaluation, and documentation.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Student participation is representative of the school's student demographics.</li> </ul>	<ul style="list-style-type: none"> <li>Project demonstrates evidence that students were involved in all of the following: inquiry, design, research, implementation, evaluation, and documentation.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Student participation is partially representative of the school's student demographics.</li> </ul>	<ul style="list-style-type: none"> <li>Project demonstrates evidence that students were involved in <i>few or none</i> of the following: inquiry, design, research, implementation, evaluation, and documentation.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Student participation is limited to a particular group of students .</li> </ul>

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## Component #2 Long Term Environmental Impact:

Total possible - 30 points

### Guiding Questions

- What is the relationship between the goals, action plan and outcomes? Are the project goals educational (e.g., to inform others about an issue) or about environmental impact (e.g., to change the issues) or both?
- How was this project important to students, the school and/or community?
- Will we see the effects of this project in 5 years? What is (are) the enduring aspect(s) of this project?
- How did students move from awareness, to stewardship and possible long-term, responsible action?

Long Term Environmental Impact Sub Components	15	10	5	1
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• There is a <i>clear</i> link from the goals to the action plan and to the outcomes.</li> <li>• Actions/activities of project are <i>clearly</i> based on sound scientific principles related to the topic.</li> <li>• Findings and applications from actions/activities are communicated to school and/or community.</li> <li>• There is <i>clear</i> evidence that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <i>clear</i> link from the goals to the action plan and to the outcomes.</li> <li>• Actions/activities of project are <i>mostly</i> based on sound scientific principles related to the topic.</li> <li>• Findings and applications from actions/activities are communicated to school and/or community.</li> <li>• There is <i>some</i> evidence that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <i>moderate</i> link from the goals to the action plan and to the outcomes.</li> <li>• Actions/activities of project may or may not be based on sound scientific principles related to the topic.</li> <li>• Findings and applications from actions/activities may or may not be communicated to school and/or community.</li> <li>• There is <i>some</i> evidence that the project resulted in a change in student thinking about short- or long-term responsible actions related to the goal(s) of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <i>moderate</i> or <i>no link</i> from the goals to the action plan and to the outcomes.</li> <li>• Actions/activities of project may or may not be based on scientific principles related to the topic.</li> <li>• Findings and applications from actions/activities may or may not be communicated to school and/or community.</li> <li>• A change in student thinking that may lead to short- or long-term responsible action related to the goals of the project is not evident.</li> </ul>
<b>Long-Term Benefits</b>	<ul style="list-style-type: none"> <li>• Long-term impact of environmental benefits with students <i>and</i> within the school <i>and/or</i> community are clearly evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term impact of environmental benefits with students <i>and</i> within the school <i>and/or</i> community is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term impact of environmental benefits with students <i>and/or</i> within the school <i>and/or</i> community is somewhat evident</li> </ul>	<ul style="list-style-type: none"> <li>• Only short-term impact is evident.</li> </ul>

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## Component #3 Assessment and Reflection:

Total possible - 30 points

### Guiding Questions

- How do I know this project was successful and is making a difference?
- What evidence of student learning do I have? How will that learning be sustained?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?

Reflection Sub Components	15	10	5	1
<b>Student Self - Assessment and Reflection</b>	<p>Student self-assessment and reflection indicates:</p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge) about the environmental issue addressed in the project.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Identifies appropriate personal action to sustain <u>both</u> learnings.</li> </ul>	<p>Student self- assessment and reflection indicates:</p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge) about the environmental issue addressed in the project.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge) about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Identifies appropriate personal action to sustain <u>either</u> learning.</li> </ul>	<p>Student self assessment and reflection indicates:</p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge) about the environmental issue addressed in the project.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Quality learning (i.e., multiple opportunities to develop and demonstrate skills and knowledge) about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• May or may not identify appropriate personal action to sustain <u>either</u> learning</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment and reflection indicates little or no meaningful learning or personal action.</li> </ul>
<b>Teacher Reflection</b>	<ul style="list-style-type: none"> <li>• Teacher Reflection indicates <i>in depth</i> reflection (e.g., challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Reflection indicates <i>moderate</i> reflection on topics such as: challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Reflection indicates <i>limited</i> reflection on topics such as: challenges and success; educational benefits such as hchanges in student learning, interactions, and classroom culture; next steps for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• No teacher reflection included with project.</li> </ul>

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## Component #4 Portfolio Presentation: Total possible - 15 points

### Guiding Questions

- Can the reader understand the goals and outcomes of project from the presentation?
- How does the presentation demonstrate originality and creative efforts by the students and teacher?
- How were students involved in completing the presentation of the project?

Portfolio Presentation Sub Components	15	10	5	1
<b>Overall Quality of the Presentation of the Portfolio</b>	<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Overall presentation of project is <i>original, creative, and artistic</i> showing sustained effort and quality attention to detail.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• There is <i>clear</i> evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Overall presentation of project is <i>moderately</i> creative, showing some effort and attention to detail.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• There is <i>clear</i> evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• Overall presentation of project is <i>minimally</i> creative, showing some effort and attention to detail.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• There is <i>some</i> evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio is not complete.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• Overall presentation of project shows little effort and attention to detail.</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• There is <i>some or little</i> evidence that students were involved in the preparation.</li> </ul>